

Project-Based Learning:

Faculty and Librarian Partners in Pedagogy

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What is Project-Based Learning?

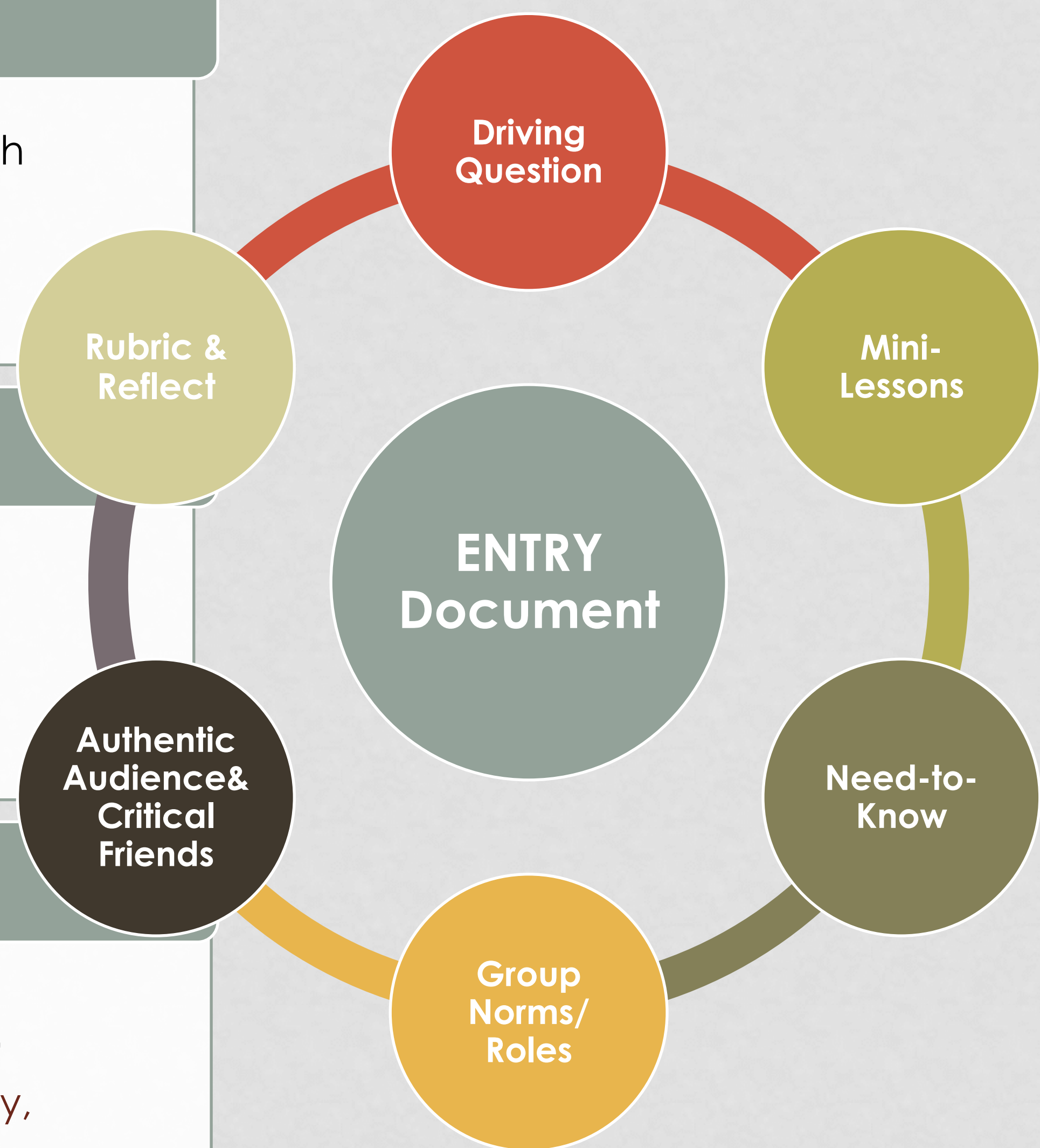
- **PBL is an instructional approach** that presents students with complex, authentic problems or challenges, through group collaboration, extensive periods of investigation, and reflection on new ideas and opinions.

Problem-Based vs. Project-Based

- **Projects:** single answer, thematic, curricular add-on, teacher driven, summative, school-based.
- **PBL:** open-ended, driving question/challenge, curricular focus, student driven, ongoing, real-world

Standards and Alignment

- Learning activities help students develop 21st century skills—visual, information, financial, and media/digital literacy. Reading, Writing, and Arithmetic are “merged” with the **4 C's** : **Communication, Collaboration, Creativity, and Critical Thinking.**
- **Information literacy & research skills are at the heart of PBL!**



Curricular Example

Entry Document | 1

MILITARY PARK CITY HIGH SCHOOL
Home of the Soldiers
DR. MARY MAY, PRINCIPAL

To: Interdisciplinary Task Force, Military Park City High School
From: Military Park City High School, Board Members
via MPCHS Superintendent, Dr. Paul Van Wye

Regarding: Reorganization of Space

As you know, the budget for our school system has undergone an extensive review process for some time now, and the school board along with the school administration met last week to make final decisions on allocations for the upcoming 2012-2013 school year. Also under consideration was the serious and immediate need for additional classroom space in the high school. Without the passing of last year's school bond (which would have provided for \$1.5 million in additional funding for our district), it seems that there are some very difficult decisions about programming, resources, and space that are on the slate for next month's board meeting.

First, there was a review of the library space and personnel that was done by the high school principal. Dr. May concluded upon observation that the library, while currently housing books, a few current periodicals, and computers, did not seem to be utilized for classroom instructional activities; in fact, Dr. May observed several occasions where there were no students or teachers present in the library. The current location of the library is central to many of the core component classes, and the space could be converted to house up to 5 additional classrooms with a suite of teacher offices and a workspace. In addition, the library personnel (one full time library media specialist, and one aide) whose salaries could be re-allocated for teacher merit pay would bring the school's budget closer to being balanced. Dr. May consulted with the library media specialist, and found that many of the resources that students and teachers access could be found online and the state library helps to supplant these resources for everyone in the community. The cost for these online databases is approximately \$12,000 per academic year.

Therefore, the school board has asked this task force to further explore the issue, and present to the School Board on Sunday, July 22nd, by researching and answering the following:

1. Survey the main function of the library space, and what activities take place there. Evaluate what the library is used for, who uses it, and find evidence of how and why a library space is part of a school structure.

Entry Doc:
Letter presenting the potential problem

Critical Friends:
Building relationships & utilizing knowledge

Group Organization:
Committee investigates problem & creates presentation

Mini-Lessons:
Searching resources, citations, & tech tools

Authentic Issue:
Relevant & creative choices

Rubric:
Align w/ learning outcomes & standards

Group Planning/Research Project Rubric

Information Literacy Task Force/Military Park High School

EDUC F 401/W505 Information Literacy In The Disciplines R. Huisman

CATEGORY	5	4	3	2
Ideas/Research Questions	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 3 reasonable ideas/questions to pursue when doing the research.	Researchers began to identify at least 2-3 reasonable ideas/questions to pursue when doing the research.	Researchers presented few ideas that needed more reflection or investigation.
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
Quantity of Sources	Researchers located at least 2 credible (scholarly) and meaningful information sources for EACH of their ideas or questions, and cited in APA format.	Researchers located at least 2 credible information sources for EACH of their ideas or questions, and cited in APA format.	Researchers located 1-2 information sources for EACH of their ideas or questions, and cited in APA format (may have had errors).	Researchers located very few information sources, either of questionable or applicable quality, and/or APA citation format was not followed or had many errors.
Information Literacy	Researchers were able to accomplish the learning objectives for this course (a-h), showing evidence, reflection, and integration throughout the group process.	Researchers were able to accomplish most of the learning objectives for this course (a-h), showing some evidence, reflection, or integration.	Researchers were able to accomplish most of the learning objectives for this course (a-h), but a few areas needed further investigation or evidence.	Researchers were able to accomplish very few of the learning objectives for this course (a-h), or did not show evidence of accomplishment, reflection, or integration.
Library Observation	Researchers fully incorporated the notes and reflection from the field experience/observation, with thoughtful and precise examples to inform their report.	Researchers used their field notes/observations and reflection, giving a few examples to inform their report.	Researchers mentioned their field notes/observation in their initial outline, or made little use in their final report.	Researchers did not refer to their field notes/observation in either the outline or their final report.

Rubric created with Rubistar: <http://rubistar.4teachers.org/>

How can YOU support PBL?

Primary sources, websites, books, articles, tech tools, digital collections, media, info lit standards, learning outcomes, open access, workshops/training, people, & community resources.

PBL Resources:

- **Buck Institute for Education:** www.bie.org
- **Edutopia:** <http://www.edutopia.org/project-based-learning>
- Kenney, B. F. (2007). Revitalizing the one-shot instruction session using problem-based learning. *Reference and User Services Quarterly*, 47 (4), 386-391.
- Bell, S.(2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83, 39-43.

Register for the PBL Institute in Indianapolis: <http://pblinstitute.com/>